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ABSTRACT

The purpose of any inservice workshop program is threefold: the educational enrichment of teachers, supervisors, curriculum specialists, and administrators; recertification credit; and direct teacher involvement in the decision-making process of the school system. In 1973 the National Institute of Education (NIE) funded an Experimental Schools Program (ESP) project in northern New Hampshire that developed an inservice program for teachers providing direct teacher involvement in program development. Three distinct but interrelated instructional formats were developed and employed; workshops, minishops, and skillshops. During the 1975-76 school year the ESP project staff devised both a teacher/staff and administrator/supervisor questionnaire for obtaining evaluative feedback regarding the character and value of inservice training workshops. Data analysis reveals that workshops are perceived by classroom teachers as an effective inservice training vehicle with the most crucial characteristic being the organization of subject matter and content. Another crucial element was found to be the applicability of learned techniques in the classroom. Later during the school term those classroom teachers enrolled in an eight-session, inservice "Underachievers Workshop" were surveyed to determine the crucial factors to the success of the activity as: (1) the instructor's understanding of the character, capabilities and needs of students; (2) subject matter and content; (3) workshop methods; (4) relevance of content to daily teaching tasks; and (5) skills, methods, or techniques taught. (Appendixes contain copies of the questionnaires, sample items, and scores.) (DMT)

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Variables That Determine the Effectiveness of Teacher In-Service Workshops

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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I. STATEMENT

"The purpose of any in-service workshop program is threefold:

1. *the educational enrichment of teachers, supervisors, curriculum specialists, and administrators.*
2. *recertification credit.*
3. *direct teacher involvement in the decision making process of the school system.*

The success of any workshop program is dependent upon the degree to which it directly involves the classroom teacher and meets his/her immediate as well as long range needs and interests."[1]

II. CASE STUDY

In 1973, the National Institute of Education funded an Experimental Schools Program (ESP) project in northern New Hampshire. The Union 58 ESP project is one of ten such rural schools oriented projects nationwide.

While charged with comprehensive (multi-grade) program development, implementation, and evaluation in the areas of career/vocational education, language arts, and environmental/outdoor education, a great emphasis has been placed on the training of teachers. After all, the teacher is the keystone in the instructional process - irregardless of the subject matter area.

The Union 58 ESP project thus developed a teacher in-service program that provided spin-offs for direct teacher involvement in program development.

A. In-Service Training Structure

"Three distinct but interrelated instructional formats have been developed and employed in Union 58.

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[1] Richard Peters, "In-Service Workshops", The Common, June 1973, pg. 4. A publication of the New England Program In Teacher Education, Durham, NH.

1. *Workshops. All-day and half-day release time sessions which provide opportunities for skills development, materials construction, 'how-to-do-it' techniques, and program orientation, as well as lesson development and curriculum writing.*

2. *Minishops. Two hour-or-less long enrichment activities concerned with materials introduction and 'how-to-do-it' demonstrations. They are usually scheduled after school, on Saturdays, or during school vacations.*

3. *Skillshops. Scheduled as follow-ups to workshops, skillshops are geared toward skills enrichment and are usually scheduled for short periods of time either after school, on Saturdays, or during school vacations."*[2]

B. Scope-of-Activities

Since July 1973, the Union 58 ESP project has offered several teacher in-service workshops, minishops and skillshops in career/vocational education, language arts, and environmental/outdoor education. For example:

Career/Vocational Education:

1. Introduction to Career Education (K-6)
2. Demonstration of Classroom Career Materials (K-12)
3. How to Make Instructional Materials (K-6)

Language Arts:

1. Instructional Materials Workshop (1-6)
2. The Needs of Non-Achievers (K-12)
3. Grades 1-12 LA Skills List Development
4. Introduction to the Scott Foresman Leveled Reading Program (1-6)

Environmental/Outdoor Education:

1. AMC (Appalachian Mountain Club) Training of the Outdoor Education Staff

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[2] Excerpted from Peters, R. and Fisher, L., The Utilization of Natural, Social, and Human Community Resources in the Process of Student Career Awareness Development, AERA Paper Presentation, April 1976, pg. 10.

2. What is EE? (K-12)
3. EE Materials Workshop
4. Community Resource Site Utilization (K-12)
5. Animal Tracking Workshop (K-6)
6. EE Lessons/Units/Course Development (7-12)

C. In-Service Training Impact

As a result of their involvement in workshops, minishops and skillshops - as well as visitations - related to the several component areas, Kindergarten through twelfth grade classroom teachers have:

1. developed instructional lessons/units/course (K-12);
2. incorporated community resources; people and places, into their instructional curricula; and have
3. exposed students to the world-of-work via field trips, guest speakers, and instructional materials.

D. Evaluation

What is an effective workshop? What does it do? How is it helpful to a teacher? These are some of the questions asked regarding the use of workshops as instructional tools in Union 58.

We hear that everyone is offering workshops and that teachers have nothing but praise for these types of in-service activities, but really, what is it about the character and content of workshops; goals/objectives, that make them such a valuable in-service tool - if in fact, they really are? This is what we wanted to find out - thus the purpose of this study.

RESEARCH DESIGN

During the course of the 1975-1976 school year, the ESP project staff devised means for obtaining evaluative feedback regarding the character and value of in-service training[3] workshops.

After months of writing and rewriting, a three part questionnaire (opinionnaire) was administered to teachers/staff[4] and to administrators/supervisors[5] in School Union #58 (April 1976). It should be noted that the data collection instrument was pilot tested on a group of classroom teachers and school administrators enrolled in a graduate level course at Plymouth (NH) State College (February 1976). As a result of item analysis feedback gained from this pilot group, the text content and/or wording of statements was revised - prior to final questionnaire administration in Union #58 (April 1976). (See Appendices A and B)

DATA ANALYSIS

Questionnaire responses were tabulated and assigned to categories of answers (e.g., crucial, disagree, not very

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[3] in-service training. On-the-job training for teachers employed by the school or district/Union which results in instructional improvement.

[4] teachers/staff. School personnel licensed by the state and who are in daily contact with children on an instructional basis.

[5] administrators/supervisors. School personnel charged with the day-to-day operation of the school and who have authority over teachers and curriculum, and who work in an advisory or service capacity within the school(s) to teachers and administrators.

important, strongly agree). Groups of raw scores were assigned weighted means and analyzed. (See Appendices C and C_1)

The responses to selected items from both the teacher/staff and administrator/supervisor questionnaire forms were gleaned from the tabulated data and comparatively analyzed. (See Appendix D)

RESULTS

Questionnaire data analysis indicated that:

1. elementary grade teachers (K-6) identified workshops as the most effective form of in-service training;
2. secondary grade teachers (7-12) identified college courses as the most effective form of in-service training;
3. administrators/supervisors identified workshops as the most effective form of in-service training;
4. elementary grade teachers stated that subject matter and content (followed in order by workshops methods and skills/methods or techniques taught) was the characteristic most crucial to the success of a workshop;
5. secondary grade teachers stated that subject matter and content (followed by skills/methods or techniques taught) was the characteristic most crucial to the success of a workshop;

6. responding administrators/supervisors identified subject matter and content (followed by length of time and skills/methods or techniques taught) as the characteristic most crucial to the success of a workshop;
7. both elementary and secondary grade teachers stated that it is important for teachers to continue in-service training and that workshops are one way for teachers to continue in-service training. The responding teachers felt that workshops are an effective way to learn new methods, techniques or skills and they stated that they try techniques learned at workshops in their classrooms.
8. administrators/supervisors felt that it is important for teachers to continue in-service training and that workshops are one way for teachers to continue in-service training. They stated that workshops are an effective way to learn new methods, techniques or skills and that teaching skills can be improved by attendance at workshops.

CONCLUSIONS

Workshops are perceived by classroom teachers as generally being an effective in-service training vehicle.

Rank ordering of weighted mean responses indicates that both elementary and secondary grade teachers perceive the most

crucial characteristic to the success of a given workshop as being subject matter and content. It would, thus, behoove in-service training coordinators to pay particular attention to the subject matter and content of workshops offered.

Both teachers and administrators/supervisors felt that it was important for classroom teachers to continue in-service training. Via workshops and other on-the-job training activities (e.g., field trips, peer teaching and visitations) classroom teachers can continue to enrich and improve their training and performance. In-service programs (for administrators and supervisors as well as for classroom teachers and staff) should be made an intricate component of all building level, district level or system wide staff development schemes.

Teachers and administrators/supervisors also are of the opinion that workshops are an effective way to learn new methods, techniques or skills. Teachers indicated the *carry over* effect of in-service workshop training when they ranked high the statement that they try techniques learned at workshops in their classrooms. Thus, a critical determinant to the success and value of a given workshop is application in the classroom. If the intent and purpose (the goal(s) and objective(s)) of a given in-service workshop is to enrich and improve teacher instructional performance in a working

relationship with children then it is important that there be some visible (tangible) evidence of learned skills/techniques application in the classroom setting. In-service training coordinators should carefully note workshop goals and objectives and should provide a vehicle by which classroom application of learned content, skills and techniques can be observed, documented and evaluated.

In establishing an in-service training program, it is critical to success that teachers/staff be directly involved in the process of program development. Who is there better to know what types of in-service training and enrichment classroom teachers need than the teachers themselves? By creating in-service training committees, program coordinators can work directly with teacher representatives and can continually assess their interests and needs - thus presenting in-service offerings which are both timely and crucial to continued on-the-job training.

Supplemental Information

As a follow-up to the April 1976 teacher/staff and administrator/supervisor workshop questionnaire, in June (1976) those classroom teachers enrolled in an eight session in-service Underachievers Workshop were surveyed to determine, in part, the consistency of their responses regarding *crucial variables* which determine the success of in-service training workshops. (See Appendices E and F)

A total of eight elementary grade teachers (K-6) and six secondary grade teachers (7-12) were enrolled in the eight session group meetings. (N=14)

Tabulation of the responses (with an arbitrarily established cut-off point of at least fifty percent (50%) response) per grade level group (K-6 and 7-12) indicated that:

I. Elementary grade teachers were of the opinion that:

#1 *the instructor understands the character, capabilities and needs of students* (100%);

#2 *subject matter/content* and *relevance of content to daily teaching tasks* (86%);

#4 *location of (the) workshop* (75%); and

#5 *workshop methods* and *skills, methods or techniques taught* (50%) . . .

were crucial variables which effected the success of the Underachievers Workshop. (N=8)

II. Secondary grade teachers identified the following variables as crucial to the success of the Underachievers Workshop. (N=6)

#1 *location of (the) workshop* and *the instructor understands the character, capabilities and needs of students* (66 2/3%);

#3 *subject matter/content; workshop methods;* and *relevance of content to daily teaching tasks* (50%).

In summary, groups of elementary and secondary grade teachers enrolled in the Spring 1976 Underachievers Workshop indicated that the instructor's understanding of the character, capabilities and needs of students was most-crucial to the success of the workshop. This statement would indicate that in-service training supervisors should concentrate attention not only upon workshop content, activities and methods - but also upon the experience and expertise of the consultant(s)/instructor(s).

While the elementary grade teachers (K-6) felt that *subject matter/content* and *relevance of content to daily teaching tasks* were the next most-crucial variables (at the 86% response level), the secondary teachers indicated that *local of the workshop* (66 2/3%) was as important as instructor expertise and insights.

Both groups agreed that *workshop methods* was a crucial variable (50% response for K-6 teachers and 50% response for grades 7-12 teachers), but only the elementary teachers indicated that *skills, methods or techniques taught* at the workshop was a crucial variable.

Collectively, the workshop participants rated each identified variable (as related to the matter of being crucial to workshop success) as follows:

Rank Order

# 2	71%	Location of (the) workshop.
# 2	71%	Subject matter/content.

Rank Order

# 7	14%	Length (in time).
# 5	50%	Workshop method(s).
# 6	43%	Skills, methods or techniques taught.
# 2	71%	Relevance of content to daily teaching tasks.
# 1	86%	The instructor understands the character, capabilities and needs of students.

APPENDICES

APPENDIX A: TEACHER QUESTIONNAIRE

PART I: How effective are the following forms of in-service for teachers? Please rate each of the following using the code below. Circle the appropriate number.

1 = Excellent
2 = Above Average
3 = Average
4 = Below Average
5 = Poor

		Circle One
1.	College courses	1 2 3 4 5
2.	Independent research or study	1 2 3 4 5
3.	Workshops	1 2 3 4 5
4.	Professional conferences	1 2 3 4 5
5.	Group study or research	1 2 3 4 5
6.	Curriculum development work	1 2 3 4 5

PART II: How important are the following characteristics of workshops to the success of the workshop. Please rate each of the following characteristics using the code below. Circle the appropriate response.

1 = Crucial
2 = Very important
3 = Important
4 = Not very important
5 = No importance at all

		Circle One
1.	Location of workshop	1 2 3 4 5
2.	Subject matter/content	1 2 3 4 5
3.	Instructor's personality	1 2 3 4 5
4.	Materials displayed	1 2 3 4 5
5.	Length	1 2 3 4 5
6.	Workshop - method (e.g., hands-on, lecture, group discussion, etc.)	1 2 3 4 5
7.	Skills, methods or techniques taught	1 2 3 4 5

PART III: Please respond to each statement by circling the appropriate response. Please use the code below.

1 = Strongly Agree
2 = Agree
3 = No Opinion
4 = Disagree
5 = Strongly Disagree

		Circle One
1.	It is important for me as a teacher to continue my in-service training.	1 2 3 4 5
2.	Workshops are one way in which I continue my in-service training.	1 2 3 4 5
3.	My teaching skills have been improved by attending workshops.	1 2 3 4 5
4.	Workshops are a convenient way of improving my teaching skills.	1 2 3 4 5
5.	I would prefer to fulfill my staff development requirements through workshops.	1 2 3 4 5
6.	I try techniques I have learned at workshops when I return to my classroom.	1 2 3 4 5
7.	Techniques I have learned at workshops are generally effective when I try them in my classroom.	1 2 3 4 5
8.	Most workshops offered in Union 58 are relevant to my teaching position.	1 2 3 4 5
9.	By using techniques I have learned in workshops, I have been able to see educational growth in my students.	1 2 3 4 5
10.	Workshop consultants generally understand the character, needs and capabilities of my students.	1 2 3 4 5
11.	The techniques taught through most workshops are applicable to my classroom.	1 2 3 4 5
12.	Workshop consultants generally understand the limitations of our school's materials budget.	1 2 3 4 5
13.	Materials displayed at workshops are generally too expensive for our schools to purchase.	1 2 3 4 5
14.	Materials displayed at workshops are often unavailable to me as a teacher.	1 2 3 4 5
15.	Workshops stimulate me to be more creative in my teaching.	1 2 3 4 5
16.	Workshops stimulate me to develop techniques which I are independent of those learned in the workshops.	1 2 3 4 5

		Circle One
17.	As a result of attending workshops, I have become a better teacher.	1 2 3 4 5
18.	Workshops are an effective way to learn new methods, techniques, or skills.	1 2 3 4 5

APPENDIX B : ADMINISTRATIVE/SUPERVISORS QUESTIONNAIRE

PART I: How effective are the following forms of in-service for teachers? Please rate each of the following using the code below. Circle the appropriate number.

1 = Excellent
2 = Above Average
3 = Average
4 = Below Average
5 = Poor

		Circle One
1.	College courses	1 2 3 4 5
2.	Independent research or study	1 2 3 4 5
3.	Workshops	1 2 3 4 5
4.	Professional conferences	1 2 3 4 5
5.	Group study or research	1 2 3 4 5
6.	Curriculum development work	1 2 3 4 5

Part II: How important are the following characteristics of workshops to the success of the workshop. Please rate each of the following characteristics using the code below. Circle the appropriate response.

1 = Crucial
2 = Very Important
3 = Important
4 = Not Very Important
5 = No Importance At All

		Circle One
1.	Location of workshop	1 2 3 4 5
2.	Subject matter/content	1 2 3 4 5
3.	Instructor's personality	1 2 3 4 5
4.	Materials displayed	1 2 3 4 5
5.	Length	1 2 3 4 5
6.	Workshop - method (e.g., hands-on, lecture, group discussion, etc.)	1 2 3 4 5
7.	Skills, methods or techniques taught	1 2 3 4 5

Part III: Please respond to each statement by circling the appropriate response. Please use the code below.

1 = Strongly Agree
2 = Agree
3 = No Opinion
4 = Disagree
5 = Strongly Disagree

		Circle One
1.	It is important for a teacher to continue in-service training.	1 2 3 4 5
2.	Workshops are one way in which to continue in-service training.	1 2 3 4 5
3.	Teaching skills can be improved by attending workshops.	1 2 3 4 5
4.	Workshops are a convenient way of improving teaching skills.	1 2 3 4 5
5.	I would prefer to have my teachers fulfill staff development requirements through workshops.	1 2 3 4 5
6.	Teachers try techniques they have learned at workshops when they return to the classroom.	1 2 3 4 5
7.	Techniques teachers have learned at workshops are generally effective when tried in the classroom.	1 2 3 4 5
8.	Most workshops offered in Union 58 are relevant to teacher's position.	1 2 3 4 5
9.	Workshop consultants generally understand the character, needs and capabilities of our students.	1 2 3 4 5
10.	The techniques taught through most workshops are applicable to the classrooms in our school.	1 2 3 4 5
11.	Workshop consultants generally understand the limitations of our schools materials budget.	1 2 3 4 5
12.	Materials displayed at workshops are generally too expensive for our schools to purchase.	1 2 3 4 5
13.	Materials displayed at workshops are often unavailable to teachers.	1 2 3 4 5
14.	Workshops stimulate teachers to be more creative in their teaching.	1 2 3 4 5
15.	Workshops are an effective way to learn new methods, techniques, or skills.	1 2 3 4 5

APPENDIX C: SAMPLE ITEMS AND SCORES (weighted means)

PART I: How effective are the following forms of in-service for teachers?

Item 1 - College Courses

Scale	1 (+2)	2 (+1)	3 (0)	4 (-1)	5 (-2)	Product
Frequency of Response N = 21	5	7	7	1	1	
Product	10	7	0	-1	-2	14

Item 3 - Workshops

Scale	1 (+2)	2 (+1)	3 (0)	4 (-1)	5 (-2)	Product
Frequency of Response N = 22	7	8	6	1	0	
Product	14	8	0	-1	0	21

PART II: How important are the following characteristics of workshops to the success of the workshop?

Item 2 - Subject Matter/Content

Scale	1 (+2)	2 (+1)	3 (0)	4 (-1)	5 (-2)	Product
Frequency of Response N = 23	13	9	0	0	1	
Product	26	9	0	0	-2	33

Item 6 - Workshop Method(s)

Scale	1 (+2)	2 (+1)	3 (0)	4 (-1)	5 (-2)	Product
Frequency of Response N = 23	8	8	5	2	0	
Product	16	8	0	-2	0	22

PART III: Respond to each statement.

Item 1 - Important to continue in-service training

Scale	1 (+2)	2 (+1)	3 (0)	4 (-1)	5 (-2)	Product
Frequency of Response N = 58	35	20	1	1	1	
Product	70	20	0	-1	-2	87

Item 6 - Application to classroom

Scale	1 (+2)	2 (+1)	3 (0)	4 (-1)	5 (-2)	Product
Frequency of Response N = 58	16	33	7	2	0	
Product	32	33	0	-2	0	63

APPENDIX C_1: All Teachers (K-12)

PART I:

Item 1 - College Courses

Scale	1 (+2)	2 (+1)	3 (0)	4 (-1)	5 (-2)	Product
Frequency of Responses N = 48	19	10	16	2	1	
Product	38	10	0	-2	-2	44

Item 3 - Workshops

Scale	1 (+2)	2 (+1)	3 (0)	4 (-1)	5 (-2)	Product
Frequency of Responses N = 49	13	14	17	4	1	
Product	26	14	0	-4	-2	34

PART III:

Item 1 - Important to continue in-service training

Scale	1 (+2)	2 (+1)	3 (0)	4 (-1)	5 (-2)	Product
Frequency of Responses N = 58	35	20	1	1	1	
Product	70	20	0	-1	-2	87

Item 3 - Teaching Skills can be Improved by attending Workshops

Scale	1 (+2)	2 (+1)	3 (0)	4 (-1)	5 (-2)	Product
Frequency of Responses N = 57	12	26	12	6	1	
Product	24	26	0	-6	-2	42

Appendix D: Sample Items

PART I: How effective are the following forms of in-service for teachers?

1. Workshops
2. College Courses
3. Independent research/study

PART II: How important are the following characteristics of workshops to the success of the workshop?

1. Subject matter/content
2. Workshop Methods
3. Skills, methods or techniques taught

PART III: Respond to each statement.

1. It is important for me as a teacher to continue my in-service training.
2. Workshops are a convenient way of improving my teaching skills.
3. Techniques I have learned at workshops are generally effective when I try them in my classroom.

APPENDIX E: UNDERACHIEVERS WORKSHOP SURVEY STATEMENT

"Which of the following variables made this series of classes a worthwhile experience in helping your attempts to deal with underachievers.

_____ Location of (the) workshop

_____ Subject matter/content

_____ Length (in time)

_____ Workshop method(s)

_____ Skills, methods or techniques taught

_____ Relevance of content to daily teaching tasks

_____ The instructor understands the character, capabilities and needs of students."

Appendix F: Data Conclusions

In a real workshop setting, participants identified the crucial factors to the success of the activity as being:

1. the instructor's understanding of the character, capabilities and needs of students;
2. subject matter and content;
3. workshop methods;
4. relevance of content to daily teaching tasks;
5. skills, methods or techniques taught.